

Grade 2

Strand: Fluency

Standard:

ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads familiar text with expression.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 1st Quarter

Task:

The student will orally read appropriate text repeatedly to build fluency.

Example: Teachers may use the following methods for fluency instruction:

- ❖ echo reading
- ❖ paired reading
- ❖ choral reading
- ❖ independent reading
- ❖ repeated reading
- ❖ plastic elbow pipe (<http://www.kidsbooks4less.com/whisper.cfm>)

Sample Assessments

- Self-assessment
 - Expression 😊 😞
 - Accuracy 😊 😞
 - Automatic 😊 😞
- Miscue analysis (analyze words missed for consistent phonics/syntax difficulties)
- Teacher observation
- DIBELS: Oral Reading Fluency

Differentiation

The task may be differentiated by:

- providing scaffolded instruction.
- varying the complexity of the text.
- providing a variety of print media or genres of text.

Instructional Task

Grade 2

Strand: Fluency

Standard:

ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- Applies letter-sound knowledge to decode quickly and accurately.
- Automatically recognizes additional high frequency and familiar words within texts.
- Reads familiar text with expression.
- Reads second-grade texts at a target rate of 90 words correct per minute.
- Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Framework Correlation: Fluency - 4th Quarter

Task:

The student will participate in the reading of a variety of texts, emphasizing fluency through activities such as:

- ❖ **echo reading**
- ❖ **choral reading**
- ❖ **repeated reading**

Sample Assessments

- Teacher made rubrics
- Self-checklist
 - I read with expression. 😊 😞
 - I read my part at my time. 😊 😞
 - I read all my words correctly. 😊 😞
- DIBELS: Oral Reading Fluency

Differentiation

The tasks may be differentiated by:

- providing scaffolded instruction.
- varying the complexity of the text.
- providing a variety of print media or genres of text.

Instructional Task

Grade 2

Strand: Vocabulary

Standard:

ELA2R3 The student acquires and uses grade-level words to communicate effectively

The student

- a. Reads a variety of texts and uses new words in oral and written language.
- b. Recognizes grade appropriate words with multiple meanings.
- c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.
- d. Determines the meaning of unknown words on the basis of context.

Framework Correlation: Vocabulary – 1st and 2nd Quarters

Task:

The student will create a picture book in which he/she illustrates teacher- or self-selected words to demonstrate knowledge of words with multiple meanings, homophones, homographs, antonyms, and synonyms.

Example: Teachers may use Amelia Bedelia, and books by Fred Gwynne, Marvin Turban, or Judith Viorst to show samples of these types of vocabulary words.

Sample Assessments

- Student-created word web
- Memory-type matching game (see page 12 of 22 of grade 2 ELA framework)

Differentiation

The task may be differentiated by:

- creating an instructional aid (poster) using mnemonic devices.
- having students write riddles. (e.g., What is a smelly chicken? A foul fowl.)

Instructional Task

Grade 2

Strands: Comprehension and Writing

Standards:

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student

- a. Reads a variety of texts for information and pleasure.
- b. Makes predictions from text content.
- c. Generates questions before, during, and after reading.
- h. Makes connections between texts and/or personal experiences. quickly and accurately and to preview text.

ELA2W1 The student demonstrates competency in the writing process. The student

- f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.
- h. Prewrites to generate ideas orally.
- i. Uses planning ideas to produce a rough draft.
- k. Creates documents with legible handwriting.

Framework Correlation: Comprehension and Writing – 1st Quarter

Task:

The student will respond to literature by writing a prediction, a connection, and a question before, during, and after reading.

Example: The teacher will create a chart (see below) that the children will complete using sticky notes. The following approach is suggested: Scaffolding the process using a whole group approach on the board, then small group instruction using a smaller chart, and finally using individual charts for the students to complete on their own.

	Predictions	Connections “This reminds me of...”	Questions
Before reading			
During reading			
After reading			

Instructional Task

Sample Assessments

- Sticky notes/writing
- Teacher observation
- Graphic organizer

Differentiation

The tasks may be differentiated by:

- scaffolding. (lower level students may need more scaffolding, higher level students may be released to small groups or independent work more quickly)
- varying grouping options.
- using read aloud or oral response.

Grade 2

Instructional Task Strands: Comprehension, Writing, and Listening/Speaking/Viewing

Standards:

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student

- b. Makes predictions from text content.
- c. Generates questions before, during, and after reading.
- d. Recalls explicit facts and infers implicit facts.
- e. Summarizes text content.
- f. Distinguishes fact from fiction in a text.
- g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- h. Makes connections between texts and/or personal experiences.
- i. Identifies and infers main idea and supporting details.

ELA2W1 The student demonstrates competency in the writing process. The student

- e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).
- l. Consistently writes in complete sentences with correct subject/verb agreement.
- p. Uses increasingly complex sentence structure.

ELA2LSV1 The student uses oral and visual strategies to communicate. The student

- a. Interprets information presented and seeks clarification when needed.
- b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
- c. Uses increasingly complex language patterns and sentence structure when communicating.
- e. Increases vocabulary to reflect a growing range of interests and knowledge.

Instructional Task
Framework Correlation: Comprehension, Writing, and
Listening/Speaking/Viewing - 2nd Quarter

Task:

The student will write a letter to someone special.

Example: The teacher may read a text such as The Jolly Postman, Dear Rebecca, or String Bean's Trip to the Shining Sea. The teacher will model the letter writing process, and have the student write a letter to someone special he/she will see during the winter break. The student will share the letter with his/her "special someone".

Sample Assessments

- Cut apart a letter and put in the correct order.
- Book log

Differentiation

The tasks may be differentiated by:

- scaffolding more letter writing.
- labeling parts of the letter.
- using the graphic organizer only.
- writing with assistance.

Instructional Task

Grade 2

Strands: Vocabulary and Writing

Standards:

ELA2R3 The student acquires and uses grade-level words to communicate effectively

The student

- a. Reads a variety of texts and uses new words in oral and written language.

ELA2W1 The student demonstrates competency in the writing process. The student

- a. Writes text of a length appropriate to address a topic and tell the story.
- b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
- c. Uses transition words and phrases.
- g. Begins to write a persuasive piece that states and supports an opinion.
- i. Uses planning ideas to produce a rough draft.
- j. Rereads writing to self and others, revises to add details, and edits to make corrections.
- k. Creates documents with legible handwriting.
- l. Consistently writes in complete sentences with correct subject/verb agreement.
- m. Uses nouns (singular, plural, and possessive) correctly.
- n. Uses singular possessive pronouns.
- p. Uses increasingly complex sentence structure.
- q. Uses common rules of spelling.
- r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).
- s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade appropriate abbreviations.
- t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- v. Uses the dictionary and thesaurus to support word choices.

Instructional Task

Framework Correlation: Vocabulary and Writing - 4th Quarter

Task:

The student will write a recommendation for spending \$5,000 on a specific genre of books for the media center. The teacher may model a piece of persuasive writing that favors poetry vs. folktales. (*The media specialist may purchase a book from the most persuasive essay and label the book with the child author's name for media center or classroom library.)

Sample Assessment

-3rd grade Georgia Writing Assessment rubric

Differentiation

The task may be differentiated by:

- providing various choices.
- providing differing levels of books.
- requiring differing lengths of writing.
- varying grouping options.